DOCUMENT RESUME

ED 414 408 CE 075 101

TITLE	Philosophies of Policy Development and Implementation in Technical and Vocational Education. Report on UNESCO/UNEVOC Regional Expert Group Meeting (Auckland, New Zealand, April 2-9, 1995).
INSTITUTION	Auckland Inst. of Tech. (New Zealand).
PUB DATE	1995-04-00
NOTE	20p.
PUB TYPE	Collected Works - Proceedings (021) -- Reports - General (140)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Curriculum; Developing Nations; *Educational Cooperation; *Educational Policy; Foreign Countries; *International Cooperation; *International Educational Exchange; *Policy Formation; Postsecondary Education; Quality Control; School Business Relationship; Secondary Education; Strategic Planning; Teaching Methods; *Vocational Education
IDENTIFIERS	*Asia Pacific Region

ABSTRACT

This report begins with an outline of key issues in policy development and implementation in technical and vocational education (TVE). It sets forth the bases of policy development and implementation, the purpose of TVE, contextual factors that affect policy development and implementation. The following values significant in policy determination are described: learning should be holistic; learning should be an inalienable right; education programs should be monitored for quality; new technologies should be responsibly introduced and used to enhance learning; and TVE respects traditional personal values. Principles guiding implementation are listed under these topics: curriculum, instruction, training materials and equipment, cooperation with industry, teaching methodologies, standards, research and development, and political changes. Issues UNEVOC may consider in the future are also listed. Part 2 is composed of the proceedings of the UNEVOC meeting. Discussions and presentations during the opening and nine technical sessions address the following topics: the commitment of the New Zealand government toward internationalization of education; TVE in participating countries; policy as an expression of values; the philosophy of policy development and implementation in TVE; TVE curriculum; structures of management and governance in TVE in Thailand; a New Zealand perspective on developing links with industry; strategic planning in TVE; quality control in TVE; learning for life; and international cooperation in TVE. Other contents include lists of visits and delegates. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 414 408

REPORT ON

UNESCO/UNEVOC

Regional Expert Group Meeting

~ 2 - 9 April 1995 ~

"Philosophies of Policy Development and Implementation in Technical and Vocational Education"

Auckland Institute of Technology

New Zealand

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C Hawley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE 075 101

BEST COPY AVAILABLE

Contents

	PAGE
POLICY DEVELOPMENT & IMPLEMENTATION: KEY ISSUES	**3**
PROCEEDINGS OF THE UNEVOC MEETING	**8**
LIST OF DELEGATES	**17**
MEETING OBJECTIVES/UNEVOC AIMS	**19**

UNEVOC CONFERENCE

Auckland, 2-9 April 1995

POLICY DEVELOPMENT AND IMPLEMENTATION: *KEY ISSUES*

1 Policy

Policy development and implementation emerges from:

1.1 a statement of the purpose of TVE institutions

1.2 an understanding of the various contextual factors affecting our institutions

1.3 a set of guiding principles or statements of objectives.

2 Purpose of TVE

TVE provides graduates with skills, competencies, capabilities, knowledge and understanding which enable them both to be employed within and to enhance the workforce.

3 Contextual Factors

Various factors affect the development and implementation of policy of our various institutions within the Asian-Pacific region. These include:

- political structures and realities
- social conditions, eg, population densities and demands
- local economic conditions and the impact of global trends
- employment opportunities and workforce demands
- geographical features
- religious and philosophical orientations

- equity commitments
  - centralisation *viz a viz* decentralisation in educational administration
  - types of providers, eg, public and private
  - teacher training facilities
  - industrial linkages
  - level of development of curriculum and instructional materials
  - availability of resources
  - management and governance arrangements
  - international linkages

4 Values

Policy making reflects the values of an institution. The following values were discussed as being significant in policy determination.

4.1 *Learning should be holistic*

TVE should consider not only the value of individual skills and competencies but also integrate intellectual, spiritual, emotional and physical development. Education professionals need to be able to contribute to the betterment of family, society, the national and international community.

4.2 *Learning should be an inalienable right*

TVE should be made available to all individuals to enable them to be equipped with the skills necessary to secure the dignity of employment. TVE should be regarded as a national investment and government should be responsible for promoting sufficient resources so that prospective students are not denied access. Industry should be encouraged to value and contribute to the delivery of TVE.

4.3 *Education programmes should be monitored for quality*

The quality of TVE programmes should be audited by an accredited national authority in terms of curriculum, equipment, staffing, methodology, employment prospects.

4.4 *The new technologies should be responsibly introduced and utilized to enhance learning*

Learners need to be sufficiently prepared and multi skilled to cope with the rapidly changing and complex technologies in the workplace.

BEST COPY AVAILABLE

4.5 *TVE respects traditional personal values*

TVE institutions should practise respect for people, cooperation, dignity of work, sharing of knowledge, and the needs of future generations as well as present demands.

5 Some Principles Guiding Implementation

5.1 *Curriculum*

There are usually complicated demands made by the workplace particularly in developing countries. These include:

- specific skill required to work in industry immediately - whether "cottage" or major manufacturing factory
- broad understanding and sufficient related knowledge for application to the changing technology, life long education with the ability to upgrade to be a technician, professional leader or manager
- rapidly increasing and changing demands both in quantitative and qualitative areas to serve industry and social demand
- flexibility to meet the variety and changing needs

5.2 *Instruction*

The effectiveness of TVE depends on qualified instructors. The programme of TVE teacher training should be carefully organized. To overcome a very critical problem of shortage of TVE instructors in some countries, incentive mechanisms should be initiated both to attract students and professionals to join teacher training programmes and to retain them in the TVE system.

5.3 *Training materials and equipment*

For worthwhile investment, TVE should have effective itemization and specification of tools and equipment required in certain levels of training, and have measures to maintain their efficiency.

5.4 *Cooperation with industry*

Industry, as user, is a very important part in the whole process of TVE. Cooperative arrangements should be planned and implemented.

EST COPY AVAILABLE

5.5 ***Teaching methodologies***

In this technological age, there are a range of teaching and training technologies being developed. TVE institutions should learn about and apply appropriate ones to achieve their purposes.

5.6 ***Standards***

Knowledge and skills derived from TVE should be designed to meet declared standards both at the national and international levels. This is essential in the evaluation and development of internationally respected curricula. This facilitates international cooperation, student and staff exchanges and sharing information.

5.7 ***Research and development***

In order to fully comprehend and relate to the changes in technology and the world of work, considerable research is necessary. Results should be shared to enable development throughout the region.

5.8 ***Political changes***

In some countries it is necessary for the politicians to meet changes to strengthen cooperation with industry in vocational education and training, the setting and maintaining of standards, and increasing autonomy for TVE institutions.

It is necessary for TVE to have guidelines for strengthening cooperation with industry, establishing and maintaining standards of institutions, developing training facilities in industries that meet accredited standards of skill and knowledge, and nurturing increasing autonomy for TVE institutions.

6 Issues which UNEVOC may consider in the future

6.1 The information superhighway which portends significant advantages to all nations providing it is open to all and not owned by some sectoral or national interest and is ethically responsible and not open to infiltration or propaganda.

6.2 The differing levels of skill and competency in our countries which make exchanges difficult.

6.3 The transfer of skills and processes should be appropriate to the recipient country rather than the donor country.

BEST COPY AVAILABLE

6.4 TVE curriculum should be flexible, diversified, industry related and coherent with higher education.

6.5 Internationally coherent definitions and descriptions of quality should be developed, eg, definitions of terms such as certificate, diploma, degree. Also, there should be some international audit agency monitoring quality.

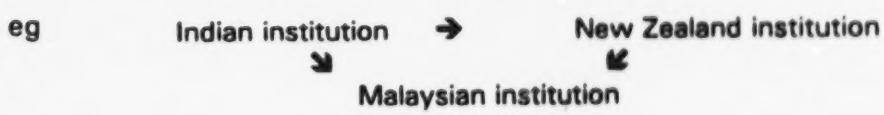
6.6 TVE curricula should include at least twenty percent of general or contextual subjects such as communication skills, international languages and culture, applied ethics, entrepreneurial skills, environmental studies and religion.

6.7 Developing a process for networking among TVE institutions in our region with greater exchange of ideas, resources and personnel between individual institutions throughout Asia/Pacific - especially the development of South-South exchanges rather than the traditional North-South relationship, and relations connected to bilateral or multilateral aid programmes.

UNEVOC members should be fostering greater cooperation between themselves for exchange and mutual benefit. Much benefit can be derived from institutions in the South sharing experiences and ideas to assist each other solve common problems.

Issues of history, culture, climate, economic development, etc are such that South countries can benefit from institutional cooperation in TVE between themselves.

A further useful model is a triangular relationship involving North and South institutions. (South-South-North cooperation)



UNESCO/UNEVOC Regional Expert Group Meeting
2-9 April 1995

OFFICE BEARERS OF THE MEETING

Dr John Hinchcliff	*Chairperson*
Mr Brian Stanford	*Deputy Chairperson*
Mr Hee Tieng Fok	*Deputy Chairperson*
Dr A K Sacheti	*Rapporteur*
Mr Md Atiar Rahman	*Rapporteur*

PROCEEDINGS

3 April 1995

Opening Session

The UNESCO/UNEVOC Regional Expert Group Meeting on Philosophies of Policy Development and Implementation in Technical and Vocational Education was held at Auckland Institute of Technology (AIT), Auckland, New Zealand from 2-9 April 1995. It was attended by the representatives of Australia, Bangladesh, India, Indonesia, Malaysia, New Zealand, Thailand and Vietnam. A representative of UNESCO, Bangkok also participated in it.

Ms Pauline Kingi, chairperson of the AIT Council welcomed the delegates. The opening address was delivered by Dr Maris O'Rourke, Secretary for Education, Ministry of Education, Government of New Zealand, New Zealand. In her address, she mentioned about the commitment of the Government towards internationalisation of education and major initiative being taken in the form of constitution of the International Education Consultative Committee (IECC). She also highlighted the need of international linkages as these provide benchmarks, comparisons, and international peer review of our own policies. She said "our vision, and the underpinning to all our work, is building a world-class education system in a lifelong learning society". Towards the end of her presentation she highlighted the Ministry of Education's work programme in 1994/95 and policy methodology. Dr John Hinchcliff, President of AIT, in his address highlighted the importance of the meeting for the member countries in Asia-Pacific region. Mr M A Qureshi, Specialist in Technical and Vocational Education, UNESCO, PROAP, ACEID, Bangkok presented a synoptic overview of Technical and Vocational

Education in Asia and the Pacific with particular reference to policy development and implementation. Mr Chris Hawley, Manager, International Projects shared his comments on internationalising vocational education with delegates in the meeting. Towards the end of the opening session chairperson, two deputy chairpersons and two rapporteurs were elected.

First Technical Session

The session started with Dr John Hinchcliff in the Chair. During this session, all the members of the participating countries presented an overview of technical and vocational education in their respective countries. Each presentation was followed by a brief discussion.

Second Technical Session

The session started with a detailed presentation of a paper on Policy as an expression of values by Mr John Scott, Chief Executive of Christchurch Polytechnic, New Zealand. In his presentation, Mr Scott highlighted the importance of the context in which educational policies are formulated. He said, policy is an expression of human belief and values and a statement of what may be achieved within the use of the power that policy holders have. He further said that the use of power for education should be based on clear values, a belief in the worth of education as a public (as well as private) good, and as an influence for the enhancement of individuals and the betterment of all people. This was followed by a brief discussion.

Panel discussions on Philosophy of Policy Development and Implementation in Technical and Vocational Education were held under the chairpersonship of Mr Hee Tieng Fok. The discussions were led by the representatives of Australia, India and Indonesia. Mr Stanford talked of key issues that relate to policy for TVET and forces that impact on TVET policy. He also highlighted the role of strategic planning in the development and implementation of policy and criteria for the evaluation of TVET policies. Dr Sacheti presented the principles and beliefs behind philosophy of vocational education in India. He also presented the mechanisms of policy planning and implementation of vocational education in India. Mrs Susilowati presented the basis of policy formulation and talked of "link and match", integrated school and industry based system and dual system initiatives taken by her government as a consequence of policy change in TVET in Indonesia.

Third Technical Session

The session began with the presentation of a paper on curriculum for Technical and Vocational Education (TVET) by Mr Stanford. In this paper he talks of key principles for TVET curriculum, models of curriculum frameworks and structures for curriculum management.

EST COPY AVAILABLE

3 April 1995

HOSPITALITY

A reception by the Mayor of the City of Auckland at Mayoral chambers on 3 April 1995. The reception was attended by all the delegates, Auckland City Councillors, some New Zealand participants of the UNEVOC Conference, Chairperson of AIT Council and some AIT senior management staff.

4 April 1995

Fourth Technical Session

The session started with Mr Stanford in the chair. Dr Sacheti presented the draft report on the work done on 3 April 1995. Later, Mr Moonpinit presented a paper on "Structures of Management and Governance in Technical and Vocational Education in Thailand". In his presentation he mentioned about the status of Vocational Education in 1932, 1936, 1960, 1977 and 1992 National Education Plans. He also discussed the objectives of the First World Bank Loan Project. While talking about the management, he presented the details of First and Second new establishments and national TVE structures. Cooperation with industries and quality improvement in vocational education were some of the other aspects which he covered in his talk. This was followed by the presentation of Mr Doyle on the same topic. He started his talk with reforms in 1990, and then presented the composition of councils and their functions. He later discussed the governance and management, planning and management, accountability, quality and structures of management of polytechnics. In conclusion, he said, the Act provided polytechnics with far greater freedom to operate then they enjoyed before, but the accountability mechanisms are much more stringent now.

Fifth Technical Session

The session started with the presentation by Mr Lindsay Fergusson, on "Developing Links with Industry, a New Zealand Perspective". In his presentation, he discussed the role of AIT Council, AIT Foundation, Advisory Committees and expectations of students *viz-a-viz* AIT as a whole. While discussing the role of Foundation, he said, one of the roles is to secure grants from organisations. The grants so received are used for:

i) staff travel outside New Zealand for participation in international programmes;
ii) replacement staff;

iii) making payment to experts invited for different purposes from outside New Zealand.

With regard to Advisory Committees, he said, AIT has as many committees for as many programmes. The main role of each committee is to provide liaison between the concerned department of AIT and a set of related industries. Besides, it should arrange work experience in industry for the faculty members, community support and undertake review from time to time. In conclusion, he said, 90-94% students coming out from AIT are getting suitable jobs/employment as compared to 65% full time employment for University graduates. Mr David Brook presented the

BEST COPY AVAILABLE

characteristics of 1990 Education Amendment Act, 1992 Industry Training Act and explained the role of Industry Training Organisations (ITOs) and the New Zealand Qualifications Authority (NZQA). Later he also presented the levels *viz-a-viz* qualifications and AIT perspective with regard to industry links.

Sixth Technical Session

The session was chaired by John Hinchcliff. It started with the presentation of Mr Jonathan Blakeman on "Strategic Planning in Technical and Vocational Education". In his presentation he discussed what and why of strategic planning and how AIT is doing its strategic planning. Later, various stages of planning were also discussed in light of AIT. Mr Hee presented strategic planning in Technical and Vocational Education. He presented the status processes in practice and tools used in strategic planning in Malaysia. He shared important statistics indicating how national economic profile is changing. He said, the income in 1970 from agriculture was 29% and manufacturing goods, 13.9% but in the year 2000 it is likely to be 6% and 81%, respectively. He also mentioned about strategic planning processes in practice at various levels - divisional, institutional, and individual and future directions and developments for strategic planning in the offing. The details of Polytechnic Development Project was also highlighted by him.

Seventh Technical Session

The session started with Mr Rahman's presentation on "Quality Control in Technical and Vocational Education". He said, learning resources, admission tests, monitoring, internal and external evaluation, teacher training and research studies are some of the inputs which are considered important towards quality control in Technical and Vocational Education in his country. Dr Sacheti also presented various aspects of the Vocational Education programme *viz*, management information systems, standardisation of curricula and instructional material, staff development on continuous basis, teacher training, on-the-spot and indepth studies, follow-up studies which contribute to and are responsible for quality control in vocational education. He also presented the steps being taken to enhance the quality in Technical Education in terms of its processes and products.

BEST COPY AVAILABLE

5 April 1995

A trip was organised to visit Tikipunga High School, Whangarei which is located 174 km further north of Auckland. The delegates were given a Powhiri (Maori welcome) at the school by the students.

The delegates visited various departments of the school and held discussions with staff members. During the visit they found that the school is giving a lot of emphasis on technology in every area of activity *viz* handling of special group of students, music, woodwork, keyboarding, physical fitness, use of library, timetabling and administration. The delegates were also impressed with modular curricula, facilities and quality of instruction of the school on one hand and leadership of the principal and team work of the staff on the other.

6 April 1995

Eighth Technical Session

Dr John Hinchcliff, as Chairman of the session, welcomed the Honourable Margaret Austin, MP and former Minister of Internal Affairs, and Arts and Culture and recipient of the Commonwealth Fellowship on Structuring of Curricula. At the outset Margaret talked of three major papers; "Before Five" for early childhood education and care; "Tomorrow's Schools" for the compulsory sector; and "Learning for Life" for post compulsory education and training. She presented the philosophies on which "Learning for Life" policies were founded on. In her presentation she talked of amendment of the Education Act and its implementation, a generous allowances scheme. Private training provides ACCESS training and she said, the 1991 Budget changes almost everything. There is a fall in average government funding per equivalent full-time student (1991-94) and fall in percent full-time students with allowances during the same period. The students are obliged to resort to the student loan scheme. Towards the end, she presented various moves in the pipeline and the their implications. This was followed by several questions from the delegates.

Ninth Technical Session

Mrs Susilowati started the session with her presentation on International Cooperation in Technical and Vocational Education. She informed the delegates that there are 27 provinces and more than 16,000 islands in her country. She said, after the new policy of 'Link', several countries have offered financial assistance for various inputs in Technical and Vocational Education. Australia is cooperating in developing MIS and developing and implementing 'Link and Match' programmes in Eastern Indonesia. Similarly, Germany is funding for Western Indonesia for some purpose. Korea has offered financial assistance for Business and Commerce related courses, and Spain for Arts and Crafts. She said, System Garuda has been introduced in 247 public schools in 1994 and it will be introduced in 500 more schools this year. Further she said, for implementing it, Memorandum of Understanding have signed with 6,000 odd industries.

Mr Luan, also presented on the same topic. In his presentation, he said, South Korea helped the country in upgrading two Votech schools, Switzerland in upgrading four vocational centres, Germany in establishing two teacher training institutions and Canada in improving modular curricula. He also said, under international cooperation several students are also trained abroad. Mr Qureshi facilitated the discussion on international cooperation at large and amongst UNEVOC member countries. The following recommendations were made:

- UNEVOC centres promote, as a priority, low cost linkages between each other. This could include:

BEST COPY AVAILABLE

- sharing our willingness to act as brokers of information, ie. to assist the centre to get the best possible information;
- sharing listing of colleagues who can assist in projects;
- assistance in the process of setting up contacts as partnerships or multi-institutional collaborative arrangements.

- UNESCO/UNEVOC should undertake a project of development of an International Database of Vocational Education providers in the region.

- UNESCO/UNEVOC should prepare a database of UNEVOC centres and associated centres with their functions, activities and resources at their command.

- UNESCO should identify two contact persons in each UNEVOC centre.

- UNESCO/UNEVOC should try and hold its meeting in a country where some international event in Technical and Vocational Education is going to take place. It can be held before or after the event.

- UNESCO/UNEVOC should provide at least E-Mail facilities to begin with to those centres where it is not available.

7 April 1995

There were four visits for the day. The first visit of the delegates was at Television New Zealand. The Manager of eTV informed the delegates about the activities and programmes of TVNZ. He shared mission statement, origin, current output and programme philosophy of eTV with the participants. He said, eTV, in association with major institutions, has introduced the concept of TV open learning courses for credit and it has started daily broadcast, currently offering 12½ hours of programming per week. With regard to linkage with AIT, he said, AIT puts academic and tutorial support and funding as per agreed formula. eTV receives mostly government funding for its programme and activities.

The second visit was at Fisher & Paykel Production Machinery Limited (F&PL). The General Manager of the company informed the delegates about the range of products and machines it manufactures. The delegates were shown a production line manufactured by the company for export to a Central American country. It was informed that the company uses high tech machines in its production line in order to be competitive and to maintain quality. It was also informed that the type of skilled workforce required by the company is hardly available. F&PL is required to train the apprentices in a group/block of skills. In response to a question by one of the delegates regarding type of workforce the company would like to have, the General Manager said, he looks for a person with a wider range of basic skills and a whole lot of skills in a trade.

The third visit of the delegates was right at AIT itself. The delegates visited the Computer Application centre, and the TV and Multimedia centre. The delegates were informed about the programmes/courses and activities by a faculty member of each centre.

The last and the fourth visit was at Telecom. The coordinator from the company highlighted the importance of the information technology. He briefly talked on the information super highway, use access to the superhighway tele-learning and tele-training, telecommunication visions, future telecommunications and tele-services.

He also demonstrated video conferencing and audiographic technologies by involving the delegates. He said, tele-learning networking has been done in several institutions and Telecom Education Foundation programmes have been initiated in the country. In the end, he said telecom technologies give us a real chance to turn the liberal vision of universal competence into reality.

List of Delegates

	NAME OF PARTICIPANT
Thailand	**Mr Muhammad A Qureshi** Programme Specialist in Technical and Vocational Education UNESCO, PROAP Bangkok
Australia	**Mr Brian Stanford** Director Adelaide Institute of TAFE Adelaide
Bangladesh	**Mr Md Atiar Rahman** Secretary Bangladesh Technical Education Board Dhaka
India	**Dr Avant Kumar Sacheti** Director Central Institute of Vocational Education Bhopal
Indonesia	**Mrs Susilowati** Staff of Directorate of Technical and Vocational Education Ministry of Education Jakarta
Malaysia	**Mr Hee Tieng Fok** Deputy Director Technical and Vocational Education Division Ministry of Education Malaysia
Thailand	**Mr Boonchu Moonpinit** Director of the Planning Division Department of Vocational Education, Ministry of Education Bangkok
Vietnam	**Mr Chieu Quoc Luan** Director Department of Secondary, Technical Education and Vocational Training Hanoi
New Zealand	**Dr John Hinchcliff** President Auckland Institute of Technology Auckland

AIT SUPPORT STAFF

Mr Christopher Hawley
International Projects Manager
Auckland Institute of Technology

Mrs Maggie Hames
External Relations Officer
Auckland Institute of Technology

Miss Elberta Chan
Personal Assistant - International Projects
Auckland Institute of Technology

Meeting Objectives

- To exchange information amonth UNEVOC Network members in Asia and the Pacific on philosophy of Technical and Vocational Education (TVE) policy development and implementation;

- To discuss structures for development of TVE curricula, management and governance in the region; *and*

- To develop a framework/guidelines for mobilising respect for Technical and Vocational Education in Asia and the Pacific.

UNEVOC Aims

- To strengthen national research and study on policy issues;

- To promote international exchange of ideas, experiences and studies of policy issues;

- To pilot cooperative projects between training institutions and industry;

- To help access databases;

- To establish an information network of national/regional training institutions.

"In pooling their knowledge and resources in greater collaboration and cooperation than before, vocational educators can vastly improve training of national and international levels; by devising systems for better collaborative managing and resourcing of vocational education, they can play a major role in the advancement of technological literacy."

(M Qureshi, UNESCO)